



Rep. Cynthia Soto

Filed: 2/21/2006

09400HB2012ham001

LRB094 02841 RAS 55944 a

1 AMENDMENT TO HOUSE BILL 2012

2 AMENDMENT NO. _____. Amend House Bill 2012 by replacing
3 everything after the enacting clause with the following:

4 "Section 5. The School Code is amended by adding Section
5 2-3.142 as follows:

6 (105 ILCS 5/2-3.142 new)

7 Sec. 2-3.142. Comprehensive Educational Facilities Plan.

8 (a) The State Board of Education shall assist school boards
9 in planning and constructing new facilities, additions, and
10 major renovations that will enable this State's public school
11 system to provide equal educational opportunities for all
12 children. The school board of each school district in this
13 State shall prepare and submit a 5-year and a 10-year
14 Comprehensive Educational Facilities Plan (CEFP) to the State
15 Board on or before January 1, 2008. The State Board shall
16 develop detailed guidelines and a handbook to assist school
17 districts in carrying out the comprehensive planning required
18 by this Section. The State Board may adopt any rules necessary
19 to implement and administer this Section.

20 (b) In developing a 5-year and 10-year CEFP, a school board
21 must do all of the following:

22 (1) Establish a CEFP planning team and committees
23 representative of citizens and staff from the school
24 district.

1 (2) Develop district-wide goals and objectives and
2 evaluate any previous 5-year plan.

3 (3) Research and compile data described in this
4 Section.

5 (4) Translate educational needs into facility needs.

6 (5) Develop a finance plan to implement the facility
7 improvements.

8 (6) Conduct public hearings and develop a synopsis of
9 public comments.

10 (7) Develop an objective methodology for evaluating
11 the effectiveness of the plan. This evaluation is to occur
12 during the third year of the 5-year planning period.

13 (8) Approve the proposed CEFP.

14 (9) Submit the CEFP to the State Board for approval. If
15 the plan is altered prior to the 10-year anniversary date,
16 the amended document must be submitted to the State Board
17 for approval.

18 (c) The CEFP must include the following components:

19 (1) Goals and objectives.

20 (2) Community analysis.

21 (3) Population and enrollment study.

22 (4) Educational plan.

23 (5) Evaluation and inventory of existing facilities
24 for compliance with State requirements.

25 (6) Major improvement plan for existing facilities.

26 (7) Inter-agency, shared-use of facilities feasibility
27 study.

28 (8) Translating educational needs into facility needs.

29 (9) Financing plan, including a prioritized list of all
30 projects within the school district and their estimated
31 costs.

32 (10) Synopsis of comments from the public hearing.

33 (11) Evaluation and objective of implementation.

34 (d) The school board must develop and adopt the goals and

1 objectives of the CEFP. These goals and objectives must
2 consider all aspects of the educational and facility needs of
3 the school district. Minimally, curriculum delivery models,
4 grade configurations, maximum and minimum school sizes,
5 community expectations, optimal student populations, and the
6 number of facilities that can be effectively maintained, given
7 limited resources available to the district, must be addressed.

8 (e) With respect to the community analysis component of the
9 CEFP, the school board must study the following aspects of the
10 school district's development:

11 (1) Population characteristics and density patterns.

12 (2) Population changes due to migration patterns and to
13 fluctuations in the birth rate.

14 (3) Changes in land usage (residential, commercial,
15 and industrial).

16 (4) Major highways and street networks and their
17 probable future development.

18 (5) Changes in socio-economic patterns resulting in
19 population shifts within the community.

20 (6) Condition and value of property assessments.

21 (7) Availability of community services, such as
22 libraries, recreational areas, health services, and public
23 assembly space.

24 (8) Employment opportunities.

25 (9) Parental expectations of the school system.

26 (10) Citizen attitudes and aspirations in general.

27 (11) Possible shifts in housing patterns.

28 (12) Study of school attendance zones as they relate to
29 the dispersion of the district's school population.

30 (f) With respect to the population and enrollment study
31 component of the CEFP, in making enrollment projections, the
32 school board must consider the following statistics:

33 (1) Population trends for the school district and each
34 school in the district.

1 (2) Birth rates and the number of births.

2 (3) School enrollment figures and trends for the past
3 10 years.

4 (4) Historic non-public school enrollment figures, if
5 available.

6 (5) Trends of dropout and attrition rates for the past
7 10 years.

8 (6) Ten-year enrollment projections per school
9 calculated by an approved method that considers items (1)
10 through (5) of this subsection (f).

11 (g) With respect to the educational plan component of the
12 CEFP, the school board shall include an analysis of the current
13 educational program and projections of the planned educational
14 program. The educational plan shall include the following:

15 (1) A description of the educational system proposed
16 for the 5-year and 10-year CEFP and how it will improve
17 instructional delivery as follows:

18 (A) How does the existing plan not meet the
19 district's goals and objectives and how does the new
20 plan meet these goals and objectives?

21 (B) Will the school system be predominately
22 organized on a grade K through 4, 5 through 8, and 9
23 through 12 pattern or some other pattern?

24 (C) Will the typical pattern of one teacher per
25 class be followed or are teaching teams to be involved
26 all or part of the time?

27 (D) Generally, will there be self-contained or
28 departmentalized classroom instruction?

29 (E) Generally, will there be typical grade
30 patterns or will there be an ungraded or flexible
31 grouping of students?

32 (F) What will be the maximum or minimum enrollment
33 and total number of instructional areas in each school
34 building?

1 (G) What method of scheduling will be utilized in
2 each school building (traditional, block, flexible,
3 year-round, or other)? Indicate the number of periods
4 in each instructional day.

5 (H) What is the plan for providing vocational and
6 technical education?

7 (2) A curriculum plan as follows:

8 (A) What knowledge, understanding, attitudes,
9 skills, and habits of life should be developed through
10 the experiences provided for children?

11 (B) What are the general characteristics of a high
12 quality school program?

13 (h) The evaluation and inventory of existing facilities
14 component of the CEFPP shall include a survey of each school
15 facility, including modular and detached structures in the
16 school district (including diagrammatic floor plans and
17 exterior photographs), using a school facility evaluation
18 instrument. This evaluation shall provide objective data on the
19 condition and components of the existing building, its
20 appropriateness for delivery of the instructional program, and
21 its ability to support the present and projected enrollments in
22 an effective and efficient manner. Based on the district's
23 goals and objectives, individual facility deficiencies must be
24 identified. The school board must use the services of a
25 certified recognized educational facility professional,
26 architect, or professional engineer for the evaluation.

27 (i) The disposition of abandoned or surplus school
28 buildings must be identified in the CEFPP and must include
29 accommodation for security, sanitation, health, and safety to
30 minimize the facility as an attractive nuisance to the
31 community and an analysis of feasible, alternative, adaptive
32 uses by the surrounding community. Crime Prevention Through
33 Environmental Design principles must be included during the
34 evaluation.

1 Facility improvements and new facilities must accommodate
2 the educational programs by design. The building design must be
3 dictated by the curriculum, as defined in an approved
4 educational specification. Existing and new facilities must
5 meet all regulations of this State.

6 The CEFP shall provide specific criteria the school
7 district shall use to determine whether a school facility is to
8 be closed, including a detailed analysis of the impact of the
9 school closing on students to be transferred, the impact on
10 receiving schools, the limit on the number of forced student
11 transfers at the primary, middle school, and secondary school
12 levels, and a study of potential alternatives to school
13 closure. There must be substantive community input into the
14 school closings and the alternatives analysis.

15 The CEFP must describe each school facility and site,
16 enrollments, general conditions, recommendations for future
17 use of the building, and cost estimates to implement the
18 recommendations. The CEFP shall provide a list of projects at
19 each facility needed to address the inadequacies in health and
20 safety, building integrity, or educational capability of the
21 facility. The CEFP shall have a one-year, 5-year, and 10-year
22 timeline to indicate the anticipated completion of each of
23 these projects.

24 (j) Prior to submitting the CEFP to the State Board of
25 Education for approval, a minimum of one public hearing must be
26 advertised and conducted in the school district, except that in
27 a school district organized under Article 34 of this Code, a
28 minimum of 3 public hearings must be advertised and conducted
29 in the school district, to provide broad-based community input
30 into the plan. As an addendum to the CEFP, sufficient
31 documentation, including verification of public notices from
32 the local newspaper, a synopsis of all comments received during
33 the hearing, and a formal comment from the school board must be
34 included.

1 (k) As part of the total CEFP, the school district shall
2 include the objective means to be utilized in evaluating
3 implementation and effectiveness of the overall plan and each
4 project included in the plan. The evaluation shall measure all
5 of the following:

6 (1) How each project furthers each of the quality
7 educational goals of the school district and the State
8 Board of Education, including student health and safety,
9 economies of scale, travel time and other demographics,
10 achievements of an effective and efficient instructional
11 delivery system, curricular improvements, innovations in
12 education, and adequate space for projected student
13 enrollment and community use of educational facilities.

14 (2) Prioritization of projects within the district, to
15 serve as a basis for determining expenditure of available
16 funds.

17 (3) The overall success of a project and how it relates
18 to the facilities plan of the district and the overall
19 educational goals of the district and this State.

20 (1) The CEFP must be based on an assessment and statement
21 of educational specifications for each of the facilities in the
22 school district. The educational specifications must describe
23 the educational activities that a proposed facility must
24 support and the types of spaces that will best accommodate
25 program requirements.

26 The development of educational specifications for each new
27 school facility and for each substantially rehabilitated or
28 renovated facility must be accomplished by school
29 administrative unit personnel, with or without the assistance
30 of an outside consultant. The school board shall appoint
31 members to a working committee for the development of the
32 educational specifications. The district superintendent shall
33 recommend persons for appointment or, in the case of a school
34 district organized under Article 34 of this Code, the local

1 school council shall recommend persons for appointment. In a
2 school district organized under Article 34 of this Code, at
3 least 2 members of the local school council shall serve on the
4 committee. The committee chairperson shall be the principal of
5 the proposed, rehabilitated, or renovated facility. If that
6 person has not been identified, then the principal of another
7 school facility in the district may serve. The working
8 committee must be small, selective, and balanced in
9 composition, with diversified interests, knowledge, and skills
10 represented. The school board shall take into consideration the
11 following factors in appointing members to the committee:

12 (1) Time available to spend on the project.

13 (2) Knowledge about the project.

14 (3) Imagination and creativity.

15 (4) Ability to work with people.

16 (5) Interest in the improvement of the school."